



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE
AND M.H. MEHTA SCIENCE COLLEGE, PALGHAR, DIST
PALGHAR, MAHARASHTRA, INDIA**

**KHAREKURAN ROAD, PALGHAR (W), TAL. AND DIST. PALGHAR
401404**

www.sdsmcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

As we embark on a transformative journey towards excellence and inclusivity, we envision sharing our commitment to aligning with the National Education Policy (NEP) 2020, Sustainable Development Goals (SDGs), and enhancing quality across all aspects of our educational institute.

NEP 2020 lays the foundation for a holistic and multidisciplinary approach to education, focusing on the overall development of learners and preparing them for the challenges of the 21st century. We are dedicated to implementing the key principles of NEP 2020, including promoting creativity and critical thinking, ensuring universal access to quality education, and fostering a culture of continuous learning and development.

Aligned with the SDGs, we are committed to addressing global challenges such as poverty, inequality, and climate change through education and community outreach programs. By integrating the SDGs into our curriculum, research, and community outreach programs, we aim to empower our learners to become agents of change and contribute meaningfully to sustainable development.

Our pursuit of quality enrichment encompasses every aspect of our institute's functioning. From academic excellence to administrative efficiency, we are dedicated to continuous improvement and innovation. Through regular assessments, stakeholder feedback, and strategic planning, we strive to enhance the quality of education and services we provide.

To our learners, we offer a nurturing environment that encourages curiosity, creativity, and personal growth. To our faculty and staff, we provide opportunities for professional development and collaboration, ensuring a dynamic and enriching work environment. To our alumni and partners, we extend our gratitude for your continued support and engagement. Together, we can achieve our shared vision of excellence in education, sustainable development, and societal impact.

Vision

Vision

"To be a globally renowned educational institution that empowers the rural communities of Palghar district with knowledge, skills, and values, fostering internationalization, innovation, and sustainable development"

Mission

Tag Line: "Empowering Rural Minds for a Global Tomorrow"

Mission:

1. Infrastructure and Facilities: To provide state-of-the-art facilities and resources to support learning, research, and extracurricular activities.
2. Quality Education: To provide high-quality, inclusive, and equitable education to learners fostering academic excellence and holistic development.
3. Access and Inclusivity: To ensure access to education for all, irrespective of socio-economic background, gender, or ability, and to create an inclusive environment that celebrates diversity.

4. **Research and Innovation:** To promote research, innovation, and critical thinking, and create an environment of enquiry, challenges and discovery amongst its stakeholders.
5. **Value-based Leadership:** It endeavours to strengthen the capacities of leaders and enhance cooperation among HEIs across the globe, whilst also invigorating institute leadership to maximise their impact on communities at all levels.
6. **Community Engagement:** To engage with the local community through outreach programs, social initiatives, and partnerships to promote social and economic development in the region.
7. **Cultural Heritage:** To preserve and promote the rich cultural heritage of Palghar, while encouraging cross-cultural understanding and appreciation among learners and stakeholders
8. **Global Citizenship:** To create opportunities for students and faculty to engage in international experiences, collaborations, and exchanges, broadening horizons and preparing them for a globalized world. To strive towards global citizenship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **High Foreign Collaborations:** This provides access to international faculty, curriculum, and research opportunities, enhancing the educational experience for students.
- **Good Governance:** Strong leadership and management practices ensure financial stability, ethical conduct, and a focus on quality education.
- **Potential for International Exposure:** Students can gain valuable global perspectives and potentially study abroad through these collaborations.

Institutional Weakness

Challenges for Placement: Difficulty in securing job placements for graduates might be due to a mismatch between skills taught and industry needs, lack of career guidance, or limited employer outreach.

Challenges with Limited Government Financial support

Institutional Opportunity

- **Leveraging Collaborations for Placements:** Utilize foreign partnerships to connect students with international internship or job opportunities.
- **Developing Industry-Relevant Skills:** Partner with industry leaders to design a curriculum that equips graduates with in-demand skills.
- **Strengthening Career Services:** Enhance career counseling, resume writing workshops, and employer relations to improve placement rates.

Institutional Challenge

Changing Industry Needs: The job market is constantly evolving. If the curriculum doesn't adapt to meet the skills demanded by new technologies and trends, graduates may struggle to find relevant jobs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated with the University of Mumbai, it adopts its curriculum directly from that designed by its respective Board of Studies. Effective implementation and assimilation of the curriculum form the center stage of all the activities. The institute caters to students whose average entry-level scores range between 50-60%, thus creating an enabling environment is all pervasive. It ensures the curriculum so designed is well planned and executed through a consortium of activities suiting the needs of its students. The IQAC analyzes the strengths and weaknesses of the existing ecosystem conducts and deputed teachers for various curriculum-based workshops and organizes one-day workshops/ guest lectures for students. The Academic calendar acts as a blueprint in the process of curriculum planning delivery. The institute has developed a manual for curriculum based activities. To further complement and supplement the curriculum, certificate courses such as income tax return filing, GST returns filing and Transition made easy have formed an integral part over the period of time, thereby bridging the gap between theoretical and practical knowledge. The institute has also signed MOUs with industries and colleges to help depute students for internship and field visits.

University Representation - The faculty members are involved in university-related activities such as members of the board of syllabus framing committee, and assessment and evaluation activities.

Curriculum Feedback - The feedback mechanism is conducted in a blended model. The formats and types of questions were revised to incorporate the changes confronting the pandemic. The questions are translated into the regional language (Marathi) to ensure there is no misinterpretation and the feedback so collected is authentic. Feedback collection from teachers continued through departmental and staff colloquium meetings through a questionnaire designed by the IQAC and reviewed by CDC. The curriculum-based feedback is collected, analyzed, and presented by IQAC in the CDC meetings. Also, the suggestive actions and changes for putting forth for acceptance in the CDC meetings. The collected feedback is displayed along with the action taken report on the college website. The feedback is documented and forwarded to the affiliating body, The University of Mumbai.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The Institute is located in the tribal areas of Palghar originally inhabited by the tribes of Adivasi and Backward communities, but with the efforts of the institute, the enrolment ratio in tertiary education has displayed an upward trend. Catering to the needs of the diverse student population, the IQAC deploys various strategies for an innovative teaching-learning ecosystem

Advance and Slow Learners: The year 2019-20 witnessed a change in the classification strategy of the advance and slow learners, wherein there categorized into Red (Advanced), Blue (Less advanced), and Green (Slow learners). The categorization was not based on an umbrella process but the average is calculated and then benchmarked using quartiles.

Mentor-Mentee Ecosystem: The institute has a two-way process one mentor-mentee for students, while the teachers are allotted mentors to learn and upgrade themselves from senior faculties across the affiliating bodies. The manual acts as a blueprint for the same.

Teaching Methodologies- Experiential-based methods such as flipped classrooms, organizing games, project-based learning, and wide use of ICT tools are adopted by teachers in the process. The four Quadrant E-content delivery model is used for enhancing learning experiences during the pandemic. The year 2020 witnessed the institutionalization of E-content delivery for curriculum through a well-planned process. IQAC structured this process based on the ADDIE model. Faculties were also offered laptops and pen-drive to ensure the lectures are taken using laptops and not mobile phones.

Assessment and Evaluation System - Despite the fact that traditional programs such as B.A. and B. Com except in a few courses such as Foundation Course, Literature and Society, etc. don't involve mandatory internal Assessments, the IQAC continued with the practice by involving more summative and formative assignments. The MCQ's marks are visible to students immediately. During the year 2020-21 when MCQs were used for semester examination, IQAC implemented Bloom taxonomy in the examination pattern.

Attainment of Program Outcomes- The IQAC in collaboration with the Examination system has devised the procedure for measuring the attainment of PO, PSO, and CO based on direct and indirect methods in the ratio of 80: 20.

Research, Innovations and Extension

Research inculcates creative skills and problem-solving techniques amongst the learner. The institute in order to inculcate the culture of research and innovation has made efforts by conducting various workshops in the area of research methodology and intellectual property rights each year. The IQAC instilled a two-way process wherein peer-peer learning and mentor-mentee relationship is infused to achieve the desired objectives. The teachers to their credit have papers published in UGC care and Scopus journals. Further, the LEARNERS are encouraged to participate in Avishkar Research Convention and have secured Zonal Championship for 8 consecutive years. A Research Seed Fund has also been created by the institute to encourage teachers and students to conduct independent research and prepare themselves for applying research-based projects at University and UGC levels.

Extension Activities – The institute has carved a distinct identity in the village, region and at the university level for its extension and community outreach programs. These programs help the institute strive toward the mission of achieving the holistic development of its stakeholders and instilling leadership skills amongst the students. National Social Service Scheme and the Department of Lifelong Learning and Extension are the two arm wings of the extension activities here. Extensive activities for environmental protection, AIDS awareness, National Festivals, and awareness campaigns on health and hygiene have been consistently organized. Collaborating with NACO and ICTC Rh it has worked towards, the "Getting to Zero" campaign.

Awards and Recognition- For its immense contribution to the local village and University level, it has received

recognition for conducting blood donation camps across the western suburban railways at the University of Mumbai. Palghar Collector Office, , the local self-government also recognized the institution for its contribution under Swacch Bharat Abhiyan and for supporting the food distribution campaign during COVID-19. Apart extensive programs have been carried out for creating civic consciousness.

Infrastructure and Learning Resources

Over the years, an effective infrastructure has been built to provide a conducive teaching-learning environment. The College has AMC (Annual Maintenance contract) for major infrastructural facilities.

IT Infrastructure- The Institute frequently updates the IT infrastructure. The computers are upgraded by either purchasing new machines or by upgrading RAM. To ensure this doesn't act as a hindrance in the way of the teaching and learning ecosystem, the institution provides computer services through more than 350 stand-alone computers, for accessing electronic resources.

Security: - Fire extinguishers and CCTVs are located at strategic locations over the entire campus.

Special facilities for Divyangjan- It includes Special washrooms, Ramp, Provision for a Lift, Wheelchair, a Parking space, and Software for the visually impaired. The website is also made accessible based on Universal Design for Learning.

Facilities for sports: The institute has made sports equipment available on the basis of the feedback received from students and committees. Equipment for playing badminton, cricket, football, volleyball, and gymkhana facilities are available for use. The box cricket pitch, kho-kho, and kabaddi ground are also available.

Extra and co-curricular activities: There are huge multipurpose seminar halls in the College and an open Auditorium on the campus used for Annual Day and other grand events.

Library - The institution has a well equipped digital library that is not only equipped with books and e-resources but tables are partitioned to ensure students can study without being disturbed. During COVID-19, the initiative of "Grant Apla Dhari" and the newsletter were initiated during the pandemic. The institute also has developed an OER page on the college website providing access to millions of resources across the world.

Student Support and Progression

Aiming toward the holistic development of its stakeholders, the institute has made sure not only apt curriculum delivery but opportunities to grow and expand oneself are harnessed. The institute has a track record of 90% results on average.

Cultural Activities – Participation in Youth Festival and Avishkar have turned out to be a norm for students and teachers. Balancing the beam between technology and cultural heritage for generation Z, the activities such as Folk Songs, Antakshri, Retro, Rangoli, and Mehndi have been the part and parcel here. This keeps us intact to the local community even more effectively while striving to climb the ladder. The college provides a platform for varied sports and cultural events for students enrolled here. Nearly the entire college participates in the events organized, to cite a few best out of waste, quilling, painting, hairstyling, , food day, tug of war, Kho-kho, kabbadi, volleyball, cricket etc.

Alumni – The alumni act as mentors to the present students especially in the cultural activities. Institute also ensures service contracts are given to alumni such as computer maintenance and repairs, photography for various events, etc. The support from the Alumni Association extends beyond financial contributions. Recognizing the importance of practical experience in today's competitive job market, the association has been instrumental in organizing training, placement, and summer training programs

Skill Enhancement – Programs and Workshops imparting social skills and guiding students towards competitive exams such as UPSC and MPSC are regularly organized in collaboration with various institutes/bodies. A student induction program on Universal Human Values is also organized.

Scholarship – To understand the glitches confronted by the students in applying for government scholarships, a research-based project was conducted by the students under the mentorship of the committee. The results were communicated to the concerned department. As such efforts were taken to approach NGOs, applications on the NSDL platform and Management funded scholarships were granted to deserving and single-parent students.

Governance, Leadership and Management

The Governing body lies at the apex of the institution whose vision is to provide quality education. At the same time, it strives to provide quality education to all at affordable costs. It further embraces integrating and upgrading all its stakeholders. To ensure this, governance policies and procedures are framed to create an enabling environment and its activities revolve under the umbrella. The standard operating procedures, perspective plans, and handbooks lay their foundation in its vision and mission. To cite, teach and non-teaching staff are encouraged to upgrade themselves and strive towards a multi-disciplinary approach.

The College Development Committee represents the opinions and voices of all the stakeholders in the education fraternity. The executive wing of the CDC is the Internal Quality Assurance Cell (IQAC) which serves the twin goal of providing autonomy as well as systematic handling of all the processes. The institute organogram represents the hierarchal process of the organization.

Quality Circles form an integral part of the management ecosystem in the institution. Apart from the regulatory roles of the various administrative heads, staff colloquium meetings are held and every member secretary of the committee places their needs and proposals as part of perspective planning. This helps to incorporate the opinions of all and leads to democratic management.

The IQAC organizes various seminars and programs for teaching and non-teaching staff to ensure cascading of knowledge. Various sports events and staff picnics too are organized thereby helping improve teamwork and create a healthy working environment.

The performance appraisal of teaching and non-teaching staff is through a prescribed format developed, revised, and reviewed by the IQAC and CDC committee. The presentations are to be given by the teachers in the presence of the panel or sent through voiceovers.

The institute has always strived towards adopting and implementing technology and hence implemented a complete ERP system as well as an LMS system for its learners, teachers, and staff. It strives towards Internationalization at home and open learning.

Institutional Values and Best Practices

The Institute is committed to a strong value system with an emphasis on ethics. The discipline and safe environment on the campus have been the pillars of the institute.

Gender Equity - An integrated approach from the various stakeholders is undertaken to ensure society sensitizes women by conducting street plays in the vicinity on cross-cutting issues such as domestic violence, organizing videos and short films on Sexual Harassment of Women at Work Place, Women Empowerment in her sight, etc.

Cultural and Human Values - The institute has been instrumental in inculcating and maintaining cultural heritage, values, and the spirit of nationalism in the globalized world. The extension through well-planned efforts made sure the commemorative days are observed during the year.

During COVID -19, the feelings of happiness, sadness, loneliness, and fame were all evolving out of social media and its peers among students. To fill this gap institute conducted a 3-day induction program on Universal Human Values for all students, Workshops on Warli painting to cling to the cultural heritage, and forming diverse groups in various activities to learn tolerance and teamwork.

Environmental Consciousness. - The notices near the switchboards prevent wastage of energy. The use of LED lights instead of CFL bulbs, tungsten lamps, team and collaborative work in the same place, using the open-air gallery for conducting college-level meetings and functions, classes on the open stage in pleasant weather, and ward meetings under the trees reduce energy consumption. Most of the classrooms are constructed in such a way so that the whole classroom is enlightened with natural sunlight and also with the air. The presence of Solar panels on the campus helps in energy conservation. Electronic goods are put to optimum use through Repair and Reuse Practices. Electronic parts in condition are picked up and used in reassembling the devices.

The administration of our college has introduced some policies under which the use of plastics like plastic dishes or plastic cups in the college canteen is prohibited. The institute has also well-drawn landscaping adding to the scenic beauty.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SONOPANT DANDEKAR ARTS, V.S. APTE COMMERCE AND M.H. MEHTA SCIENCE COLLEGE, PALGHAR, DIST PALGHAR, MAHARASHTRA, INDIA
Address	KHAREKURAN ROAD, PALGHAR (W), TAL. AND DIST. PALGHAR
City	PALGHAR
State	Maharashtra
Pin	401404
Website	www.sdsmcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	KIRAN JAYDEO SAVE	02525-252317	7972547497	-	sdsmcollege@yahoo.com
IQAC / CIQA coordinator	MAHESH MADHAV DESHMUKH	02525-252163	9762686367	-	mahesh_m_deshmukh@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-07-1970	View Document		
12B of UGC	31-07-1970	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KHAREKURAN ROAD, PALGHAR (W), TAL. AND DIST. PALGHAR	Rural	21	600000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Department Of Marathi,Marathi	36	HSC	Marathi	360	0
UG	BA,Department Of English,English Literature	36	HSC	English	360	0
UG	BA,Department Of Political Science,Political Science	36	HSC	English,Marathi	360	0
UG	BA,Department Of History,History	36	HSC	English,Marathi	360	0
UG	BA,Department Of Rural Development ,Rural Development	36	HSC	English,Marathi	360	0
UG	BA,Department Of Philosophy,Philosophy	36	HSC	English,Marathi	360	0
UG	BA,Department Of Economics,Economics	36	HSC	English,Marathi	360	0
UG	BA,Department Of Geography,Geography	36	HSC	English,Marathi	360	0
UG	BA,Department Of Psychology,Psychology	36	HSC	English,Marathi	360	0

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COLLEGE, PALGHAR, DIST PALGHAR, MAHARASHTRA, INDIA**

UG	BCom,Department Of Commerce,	36	HSC	English,Marathi	480	0
UG	BCom,Department Of Accountancy,Accountancy	36	HSC	English,Marathi	480	0
UG	BCom,Department Of Business Economics,	36	HSC	English,Marathi	480	0
UG	BSc,Department Of Physics,Physics	36	HSC	English,Marathi	360	0
UG	BSc,Department Of Chemistry,Chemistry	36	HSC	English,Marathi	360	0
UG	BSc,Department Of Botany,Botany	36	HSC	English,Marathi	360	0
UG	BSc,Department Of Zoology,Zoology	36	HSC	English,Marathi	360	0
UG	BSc,Department Of Mathematics,Mathematics	36	HSC	English,Marathi	360	0
UG	BSc,Department Of Biotechnology,Biotechnology	36	HSC	English,Marathi	70	0
UG	BMS,Department Of Management Studies,	36	HSC	English	120	0
UG	BSc,Department Of Information Technology,Information	36	HSC	English	120	0

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	Technology					
UG	BSc,Department Of Computer Science,Computer Science	36	HSC	English	60	0
UG	BCom,Department Of Accounting Finance,Accounting and Finance	36	HSC	English	120	0
UG	BCom,Department Of Banking And Insurance,Banking and Insurance	36	HSC	English	60	0
UG	BCom,Department Of Financial Market,Financial Market	36	HSC	English	60	0
UG	BA,Department Of Hindi,Hindi	36	HSC	Hindi	360	0
PG	MA,Department Of Marathi,	24	Bachelor Degree	Marathi	60	0
PG	MA,Department Of Political Science,	24	Bachelor Degree	English,Marathi	60	0
PG	MA,Department Of History,	24	Bachelor Degree	English,Marathi	60	0
PG	MA,Department Of Economics,	24	Bachelor Degree	English,Marathi	60	0
PG	MA,Department Of	24	Bachelor Degree	English,Marathi	60	0

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	Geography,					
PG	MA,Department Of Psychology,	24	Bachelor Degree	English,Marathi	60	0
PG	MCom,Department Of Commerce,Business Management	24	Bachelor Degree	English	60	0
PG	MCom,Department Of Accountancy,Advanced Accountancy	24	Bachelor Degree	English	120	0
PG	MSc,Department Of Physics,	24	Bachelor Degree	English	20	0
PG	MSc,Department Of Chemistry,Analytical Chemistry	24	Bachelor Degree	English	40	0
PG	MSc,Department Of Chemistry,Chemistry by Research	24	Bachelor Degree	English	20	0
PG	MSc,Department Of Chemistry,Organic Chemistry	24	Bachelor Degree	English	40	0
PG	MSc,Department Of Botany,	24	Bachelor Degree	English	20	0
PG	MSc,Department Of Zoology,	24	Bachelor Degree	English	20	0
PG	MSc,Department Of Mathematics,	24	Bachelor Degree	English	20	0
PG	MSc,Depart	24	Bachelor	English	20	0

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	ment Of Biot echnology,		Degree			
PG	MSc,Depart ment Of Information Technology,	24	Bachelor Degree	English	20	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Chemistry,	36	Master Degree with entrance	English	20	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Botany,	36	Master Degree with entrance	English	10	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Zoology,	36	Master Degree with entrance	English	10	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Biotechno logy,	36	Master Degree with entrance	English	6	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				6				41			
Recruited	1	0	0	1	6	0	0	6	15	7	0	22
Yet to Recruit	0				0				19			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				94			
Recruited	0	0	0	0	0	0	0	0	25	69	0	94
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				38
Recruited	17	7	0	24
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				74
Recruited	49	25	0	74
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	13	1	0	14
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	15	5	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	11	15	0	30
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	3	0	0	28	60	0	91
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	1	0	2	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2224	0	0	0	2224
	Female	2329	0	0	0	2329
	Others	0	0	0	0	0
PG	Male	397	0	0	0	397
	Female	536	0	0	0	536
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	88	83	131	120
	Female	125	127	125	164
	Others	0	0	0	0
ST	Male	375	393	492	565
	Female	357	362	465	462
	Others	0	0	0	0
OBC	Male	366	371	467	449
	Female	557	544	627	639
	Others	0	0	0	0
General	Male	794	963	1143	1271
	Female	800	1004	1191	1235
	Others	0	0	0	0
Others	Male	128	132	135	228
	Female	190	193	182	271
	Others	0	0	0	0
Total		3780	4172	4958	5404

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Moving beyond the traditional stature of a teaching-learning ecosystem, the institute infuses STEAM-based education. To cite, it offers add-on courses on "Sustainability Farming" combining Science, Technology, and Society. Apart from the institute collaborates with various industries, educational institutes at regional and international level too. It offers certificate courses under Open Education for a Better World and has its teachers & learners enrolled as mentors, developers and participants for the past 4 years. Through workshops and training programs to equip faculty with skills for interdisciplinary teaching are organized by IQAC This could involve methods like co-teaching with colleagues from different</p>
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	<p>departments or developing course content with a multidisciplinary lens. Nature Club, NSS, NCC and like-nature associations bring together learners from diverse disciplines i.e. instilling cross-cultural empathy and understanding. We, strongly believe that implementing a multidisciplinary approach is an ongoing process and once again strive for collaboration with an international educational institute in Arizona for not only offering courses but fellowships and research opportunities. Lastly, in terms of academics, the institute has implemented NEP 2020 in practice at the Undergraduate level and postgraduate level, wherein a commerce learner is opportune to embrace film appreciation, statistics, environment science etc, and a learner from humanities can now learn bookkeeping and management. To infer learners are empowered to choose a major and a minor from different disciplines to create a customized learning path rather than a factory-led education ecosystem. To add the latter was practiced within the institute since the pandemic informed of certificate courses and activities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution has ensured that apt awareness of the dynamics of ABC is put down at ground level to learners and teachers. To ensure every learner in the institute has it ABC number, mentor- mentee system was rolled out with a success rate of above 90% and now striving to 100. Further, technology plays an integral role and in the present academic year, the team is striving to maintain an internal software with the LMS and ERP partner, provide learners with a user-friendly portal to access their ABC accounts and explore credit transfer options. Integrating existing Learning Management Systems (LMS) with the ABC platform would facilitate for smooth transfer of learner data. Furthermore, developing internal credit management systems can track progress, map courses to credits, and generate transcripts. By embracing these technological advancements, the institution is preparing itself to contribute to the flexible and learner-centric learning environment envisioned by NEP 2020.</p>
<p>3. Skill development:</p>	<p>Skill development is at the centre of the holistic development of the teachers as well as learners. The IQAC with a vision to proactively strive to upskill its teachers while navigating skills among young demographics follows the PDCA framework. The</p>

PDCA framework offers a structured approach to skill development. First comes the Plan phase. Here, IQAC along with the mentor-mentee system defines/ lists out the specific skills that need to be imparted amongst diverse groups, sets clear and achievable goals using the SMART criteria, and crafts a learning plan that aligns with resources and learning style. Breaking down the skill into smaller steps makes it feel less daunting. The Do phase involves taking action on the plan. This involves collaborating with educational institutes and industries at various geographical levels. To cite the year 2019-20 sleeved up the courses under UNESCO OE4BW aligning SDG goals, 2018-19 with Lupin to provide courses on GAS chromatography and 2022-23 embraced Infosys springboard. Apart from various workshops, conferences and seminars that complement the ecosystem. In the Check phase, the team assess the learner's progress by measuring it against its goals and identifying areas that need improvement. The final Act phase involves refining the learning plan and hence every academic year witnesses a new learning. This involves allocating more time to challenging areas, finding alternative resources, or adjusting your goals i.e. a cyclical process.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The institute offers its regular programs in bilingual language i.e. global language English and regional language of the vicinity i.e. Marathi, thus balancing the beam of internationalization and Indigenous culture. Smaller steps give a larger magnitude of the normal force and cause larger friction, in similar ways institute that caters to all three generations presently i.e. Gen X, Y and Z and preparing to embrace Gen Alpha; digital generation, introduces the rich heritage of India through various seminars and workshops. To cite; Guest Lecture on Architecture in Vijay Nagar Empire, Online Guest lecture on Administrative Techniques of Chhatrapati Shivaji Maharaj, Study Tours to Sanjay Gandhi National Park at Borivali and Veer Jeejamata Udyan (Zoological Park) at Byculla, Mumbai and Raja Chhatrapati Shivaji Museum at Churchgate, Webinar on Hutatma Din, Workshop on "MAKING ECO-FRIENDLY HOLI COLOURS" for Holi Celebration, 6 Days Tour Industrial Visit to Saras Dairy Jodhpur and Jaisalmer, Guest lecture on "Importance of Archaeological Tools in Indian History and many

	<p>more. It uses case studies and examples that showcase the relevance of IKS in addressing contemporary challenges. This involves project works on traditional water management systems or exploring applications of ethno-medicine in rural communities, agrotourism etc. In terms of infrastructure library is equipped with digital and physical resources on IKS and rare manuscripts available under open licenses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The focus of the teaching-learning ecosystem not only strives on adequate completion of the curriculum but also mapping its effectiveness. The institute reframed its course outcomes integrating the Bloom taxonomy and mapped it against setting up of assessment based on these levels. Assessments shift from simply testing factual knowledge to evaluating a learner's ability to apply their learning. This involves projects, presentations, portfolios, or performance-based tasks. Further, the institute developed an automated system along with its ERP partner to measure the PO CO mapping using direct and indirect methods, allowing teachers to focus on curriculum enrichment rather than on database management. Further, the data from assessments is used to continuously improve the teaching and learning process. If learners struggle to achieve a particular outcome, teachers adjust their methods or provide additional support in the form of bridge and remedial courses.</p>
<p>6. Distance education/online education:</p>	<p>The institute has carved its niche across the University when it comes to online education/ blended education. It has pioneered in offering courses from the UNESCO platform with course facilitators from the IQAC team or collaborating institutes. Apart from teachers from the institution are the members of the Swayam team and other online courses. During the pandemic, online teaching was not just limited to PPT presentations but to higher models of e-content development through the organization of apt research-based training programs. It largely focussed on the execution of the principles of micro-learning and Universal Design for learning. In terms of infrastructure classrooms, IT labs, seminar rooms and scientific laboratories are equipped with smart boards. Presently the proposal for developing an in-house video centre for teachers within the institute and across the University is</p>

sanctioned under the PM- USHA scheme. Thus by implementing these efforts, institutions are creating a robust and engaging blended learning environment that empowers learners and teachers to thrive in the digital age. Concerning distance education, it has a subcentre for online and distance education at the University of Mumbai and Yashwantrao Chavan Maharashtra Open University.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes the Institute has Electoral Literacy Club
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) is a student-run organization that aims to educate young people about their electoral rights and responsibilities. They conduct a variety of activities to achieve this goal, including: Voter registration drives: ELCs often hold voter registration drives to help people register to vote. This is especially important for young people, who are less likely to be registered to vote than older adults. Educational workshops: ELCs hold workshops on topics such as the history of voting, the different types of elections, and how to vote. Mock elections: ELCs hold mock elections to help people understand the voting process. This can be a fun and engaging way to learn about voting. Debate competitions: ELCs hold debate competitions on political issues. This can help people learn about different viewpoints and develop their critical thinking skills. Social media campaigns: ELCs use social media to spread awareness about voting rights and elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute in partnership with Tehlsdar Palghar, District Collector conducted mock elections on Sweep and created Instagram posts for the same.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institute has enrolled more than 1000 learners and around 10-15% are left for enrolment.
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5486	5404	4958	4172	3780

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 113

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
113	113	102	101	94

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
546.97	318.38	159.86	280.54	200.03

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Empowering the Next Generation: Through a Quality-Focused Approach to Curriculum Delivery

Institute is permanently affiliated with University of Mumbai, and it follows the curricula designed by the University. IQAC puts in strenuous efforts to implement and enrich this curriculum for inclusive and quality education.

- 1. Robust Planning:** It ensures effective curriculum delivery through a well-planned and documented process with a learner-centric approach. This process is outlined in the **Curriculum Development and Delivery Manual**. Planning for effective implementation of the curriculum is done at the beginning of the academic year.
2. A comprehensive **academic calendar** is published annually by IQAC in accordance with the arrangement of terms issued by the affiliating university, outlining semesters, breaks, and assessment schedules. Each department under the leadership of HOD conducts regular meetings before the academic session to discuss course allocation and faculty assignments.
3. Each department prepares an **Academic Plan and Action**. The design of it consists of the following documents:
 - Teaching timetable
 - Academic Diary – Teaching plan semester-wise
 - Details of teaching work allocated to the teacher
 - Teacher's profile and research work
 - Semester-Wise Teaching Plan
 - Details of remedial/bridge courses
 - Syllabus completion report
 - Planning of Certificate / Value Added Courses.

These lessons map learning objectives to specific instructional strategies, resources, and assessment methods. The IQAC in the year 2021-22 digitalized the process make it transparent and accessible.

4. Course Delivery Plans:

- Innovative teaching pedagogies, Experiential Learning, Participative Learning and Problem-solving methods adopted by the teacher.
- Details of the efforts made by the teacher for learners' improvement
- Reference Books

- Information about MOOC's and Online Courses

5. Faculty Engagement / Development

- Participation of teachers in various **FDP**
- Contribution of the teacher at university/ college exams.

6. Apt Infrastructure: For a supportive ambience, the college ensures apt infrastructure. Classrooms are equipped with **Interactive panels and Projectors, 350 plus PC**, for learners and Teachers and Science laboratories with Interactive panels to ensure highly effective and ICT-integrated teaching-learning process. (STEAM Based Education)

7. Conduct of Certificate Courses: Learners complete online courses on various platforms namely UNESCO OE4BW programs, Infosys Springboard and those designed at the institute level under the aegis of Centre for Excellence and Innovation.

8. Role of IQAC. Review for syllabus completion is taken by HoD's and Vice Principals periodically. IQAC ensures timely completion of curriculum each semester with **half yearly presentations in IQAC meetings**. IQAC is now moving towards the adoption of **open learning and sharing of resources under the CCBY License**. Apart from initiatives to conduct fieldwork/visits, study-tours, industrial visits and projects under collaborative and memorandum of understanding activities are undertaken to minimize the **industrial-academic gaps**. **Feedback** from IQAC about the attainment of PO, content delivery, as well as the assessment and application of short-term courses and curriculum, ensures high-quality evaluation of the college's teaching-learning process. It gathers curricular feedback from various stakeholders and shares it with the various stakeholders such as HOD, CDC committee, University and teachers devising revisions post feedback. The last two years have largely witnessed the inclusion of benchmarks on the parameters of NEP 2020.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 77

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 56.04

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4678	3308	2936	1591	824

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

We, not only believe in identifying the cross-cutting issues embedded in the curriculum but ensure these issues are transacted through multimodal pedagogy and collaborative efforts. For us, the necessity of teaching learners is not just academic content but also fundamental values and life skills. To ensure this, the IQAC, HOD and teachers sit around table identify the issues transacted in the curriculum and plan activities beyond the traditional method of teaching-learning ecosystem. It infuses the ideology of Benjamin Franklin, “**Tell me and I forget, teach me and I may remember, involve me and I learn**”.

This carried upon through co-existence of various committees

A glimpse is provided below:

Activities across the Professional Ethics:

- 10 Plus IPR-related workshops
- MOOC on IPR by faculty
- Plagiarism software is available for the learners and staff.
- Workshops on cyber security and ethical hacking.
- Participation in Ethical Leadership Training for staff and learners

Activities across Gender Equality:

- The project works on the LBGTQ community, the inclusion of Transgender in society.
- Celebrating Human Rights Day
- Gender Audit and ensures follow-up action for the same.
- Awareness programs on menstrual health and hygiene
- Self-defence training for girls
- Legal awareness sessions on women's laws
- Advocacy Campaigns
- Celebration of “International Women’s Day”
- Guest lecture on “Policy Implication of Gender Equality at Workplace”
- Celebration of Men's Day.
- Performing street plays on the issues of child abuse, rapes, honour killing and female feticide, etc.

Activities across the Human Values:

- Service-learning opportunities are offered, allowing learners to apply these values in real-world settings.
- Visit to Old-People’s-Home
- Volunteering of learners of DLLE, NSS and NCC during festivals and rallies with Government agencies and NGOs in the city of Palghar.
- DLLE, NSS and NCC units provided groceries to poor learners and their families during COVID-19 period.
- Outstanding services provided by learners at college for Covid-19 Vaccination Awareness Program and Vaccination Drive organized by the Government of India.
- Balancing the beam of Culture and Local Community.
- Conduction of Constitution Awareness Examination for learners.
- Right to vote and Election literacy.

Activities across the Environment and Sustainability:

- The institute has initiated “Hirvai Bhiyan”, Ankur (Green Initiative Drive) along with local NGO and Government departments for sustainable development.
- The college has followed the reduce, reuse and recycle strategies in the form of rainwater harvesting, artificial recharge of bore wells, solar connection to Grid
- With the “Reduce Plastic” initiative college NSS unit distrusted 5000 Plus Cloth bags.

- Inviting environmental experts, activists, or researchers to speak on watershed development and “Save River” topics, providing valuable insights to the learners.
- Promoting energy-saving practices like switching off lights and electronics in unused rooms and using natural light whenever possible.
- Use of renewable sources of energy.
- Projects on various Sustainable development Goals.

As we continue to evolve and adapt to the changing educational landscape, our focus remains on providing an inclusive and quality education that prepares our learners for the challenges of the future. Through our dedicated efforts and strategic planning, we aim to craft young demographics into a learned informed and responsible global citizen.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 57.84

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 3173

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 87.78

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
2266	2096	1975	1889	1755

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2490	2350	2350	2290	1890

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 47.51

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
698	630	605	570	515

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1407	1317	1327	1258	1043

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 48.55

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

1. Role of Teachers: Learner-centric methods are powerful tools for creating engaging and effective learning experiences, in fostering a dynamic and enriching learning environment. At Sonopant Dandekar College, we strongly believe that a strong and well-established system of teaching-learning is the backbone of the whole purpose of being in the enterprise. We also believe that the learner is at the centre of any activity that happens in all domains of its operations. Outcome Based Education (OBE) is a transformational method that focuses on evaluating the outcomes of the programme by stating the knowledge, skill and behaviour of a graduate. We have effectively implemented OBE through activity-based learning that includes experiential learning, participative learning and problem-solving methodologies. For enhancing learning experiences the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. Teaching and learning activities are made effective by these practices.

In addition to traditional teaching methods, teachers use interactive, collaborative and ICT-enabled methods.

2. Role of IQAC: Since the institute caters to more than 5000 learners with diverse learning paths, it is imperative that IQAC ensures curriculum enrichment and sustenance. With apt policies timely revisions and compliance, the IQAC not only devises training and preparation of lesson plans but at the end of the semester and year collects a report that includes a glimpse of in-classroom activities and learner-centric methods supplementing the curriculum delivery in the prescribed format.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 81.85

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	138	124	122	113

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 41.3

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	47	42	39	39

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institute has transparent and vigorous mechanisms for Internal, external and grievance redressal.

1. Planning and Execution:

- The institute adheres to the academic calendar provided by the Board of Examination and Evaluation, University of Mumbai for the conduct of External Examinations. (For TY and PG classes).
- The College Examination Committee provides the planning of a continuous internal evaluation system as well as for FY and SY examinations which are conducted on the behalf of University of Mumbai.
- In the case of University Examinations conducted with the institute for learners across the district, a separate committee is formed with common nodes in the member list.
- Notices/Circulars/Ordinances pertaining to the examinations are frequently displayed on the notice board, website, Google classrooms and Mentor-mentee Whats app groups.
- The timetable for the examination is well communicated at least 15 days prior to the examination.

2. Mechanism of Examination (Transparency in Evaluation)

- -For external assessment, multiple sets of Question papers with Answer Keys are prepared using Bloom's taxonomy for the attainment of COs and POs. Reviewers are appointed for the same.
- Internal assessments through class performances, presentations, assignments, etc are duly informed to the learners. Detailed rubrics and evaluation criteria for all internal assessments are made available to the learners in coherence with the guidelines of the affiliating body.
- The institute follows the Centralized Assessment Program (CAP) to ensure transparency and accountability in the evaluation process.
- -The principal, IQAC, and Controller of Examinations continuously observe every process of internal assessments and make necessary rectifications.
- Gracing and other related ordinances are considered. Furthermore scribe facility is also made available.

3. Mechanism for Grievance Redressal

- The institution is keen to address grievances related to assessments and has an effective mechanism to resolve grievances related to internal and external examination.
- Central to our grievance redressal system is accessibility, ensuring that all learners have multiple channels to lodge complaints or grievances.
- Student Grievance Redressal Committee (Institute Level)
- Internal Unfair Means Committee (Institute Level)
- External Unfair Means Committee (University Level)
- Physical Complaint Boxes (Suggestion and Complaint Boxes)
- University of Mumbai online grievance redressal portal

For example

- If a learner raises that the marks, scored for any paper are not up to its expectations, the learner can opt for revaluation through a letter within seven days of declaring the results.
- Any grievances related to the internal exams are brought to the notice of the concerned teacher and clarified.
- The action taken on the grievances will be communicated to learners within a stipulated period

not exceeding 15 days.

University-level grievances about examination.

The grievances related to end-semester University examinations such as revaluation, duration, and relevance of the question are collected by the principal through the HoDs and Controller of Examination, and the same is communicated to the exam section of the affiliated University. Learners can obtain photocopies of their answer sheets from the University. The university section officer of the institute will take necessary follow-ups and the same will be communicated to the learners.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The institute is committed to transparency and continuous improvement in its academic offerings with quality adherence being its core.

The institute ensures transparency and accessibility by displaying POs and COs on its official website. This practice facilitates prospective and current learners, faculty, and other stakeholders in understanding the intended learning outcomes. Detailed descriptions of POs and COs for each program and course are provided, along with mapping to demonstrate how each course contributes to the overall program goals.

It prioritizes transparency in its POs and COs. A robust evaluation system ensures the college continuously improves its programs to prepare graduates with the knowledge, skills, and values needed to succeed in their chosen fields.

Communication for COs and Pos :

1. Being affiliated with the University of Mumbai it follows the curriculum of affiliating University but enrichment is carried upon by the team here.

2 For a few programs the POs and COs are composed as the specified guidelines by the affiliating University and the remaining others are done by the Board of Studies of that program.

3. Programme outcomes are designed to encompass a wide array of skills and knowledge areas that are critical for professional success and societal contributions, Typical POs include: Subject Knowledge, Critical Thinking, Communication Skills, Ethical Responsibility, Lifelong Learning and Teamwork and Leadership

4. Course outcomes are directly aligned with the broader POs and focus on specific skills and knowledge pertinent to each course. Common COs include Comprehension of Core Material, Application of Knowledge, Skill Development, Critical Analysis and Research Competence.

5. HOD's Concerned staff, IQAC and members are involved in the preparation and finalization of POs and COs. Timely guidance is provided by IQAC by organizing various Workshops, Seminars Faculty Development Programs and online events. Faculties are encouraged to participate in activities organized by the University or otherwise for framing POs and COs.

Source for dissemination of COs, PSOs and POs	Stakeholders
Website	All Learners, Teachers, Parents and Alumni
Notices	Learners and Teachers
Orientation	Parents, Learners and Teachers
Mentor- Mentee Scheme	Learners
Regular Classes	Learners
Organisation of Seminars and Conferences	Learners and Teachers, Alumni
QR Codes	Learners, Teachers, Parents and Alumni
Teacher Dairy	Teachers

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At Sonopant Dandekar College, Palghar has a process to measure the attainment of POs and COs with direct and indirect methods.

The direct method (80% Weightage) of measurement involves the calculation of attainment of POs and COs through result analysis. The COs of all courses in the final year exam are mapped with the POs to obtain graduate attributes.

The indirect method (20% Weightage) refers to participation and achievements in sports, games, cultural, placement, research competitions, progression to higher education, alumni survey etc.

Direct Method: The Direct Method of measurement includes the calculation of attainment of POs and COs through result analysis. Continuous evaluation is followed to analyse the attainment levels of POs and COs both for UG and PG.

Procedure for the attainment of POs, PSOs and COs through Direct Method:

1. Mapping of CO and PO & PSO through Articulation Matrix.
2. Setting Target level of Attainment of POs/PSOs: Articulation matrix has been set with correlation levels of 3, 2, 1 and '-' which denotes high, medium, low and no correlation respectively of COs with POs/PSOs, then target attainment level for each PO/PSO is set.
3. Setting and Measurement of COs assessment: It is calculated in levels 3,2,1 for high, medium, and low respectively on the basis of a number of students obtaining greater than or equal to target marks in both internal and semester-end examinations.
4. Obtain POs/PSOs attainment table: Assessment of Internal and semester-end examinations are considered with a weightage of 25% and 75% respectively for the attainment of POs/PSOs.
5. Obtain POs/PSOs attainment table through indirect assessment methods
6. Final Attainment as per set weightage.

Further steps are taken to improve attainment levels.

With improved technology, the entire process of PO CO was digitalized using an ERP system to make sure faculties focus on academics and not on administrative work. This also helps the institute move towards the academic bank of credit.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 90.37

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1773	1472	1132	814

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1813	1824	1486	1140	965

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.13</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 18.2

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10	3.75	0	1.1	3.35

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Together, we unlock potential.

The institute has seeded a robust ecosystem to foster innovation and promote research through several initiatives, including the Indian Knowledge System (IKS), awareness of Intellectual Property Rights (IPR), and the creation of Centre of Excellence and Innovation. These efforts have significantly contributed to the creation and transfer of knowledge and technology, with notable outcomes.

Research Promotion and Innovation Ecosystem

The institute prioritizes research and innovation, encouraging faculty and learners to engage in scholarly activities. A dedicated Research Promotion Committee alongside Avishkar Committee actively oversees the development and implementation of research projects. The RPC organizes seminars, workshops, and

training sessions to enhance research skills among learners and teachers.

Indian Knowledge System (IKS)

To integrate the Indian Knowledge System into the academic framework, various initiatives aimed at preserving and promoting traditional Indian knowledge. These include courses, seminars, and workshops on ancient Indian sciences, literature, and culture. By collaborating with scholars and experts in IKS, the college has enriched its curriculum, fostering a deeper understanding and appreciation of India's rich intellectual heritage.

Intellectual Property Rights (IPR) Awareness and IPR Cell

The institute through its collaboration with industry experts not only creates awareness through seminars and workshops, certificate courses but also funding patents.

The Centre for Excellence and Innovation

It serves as a hub for nurturing innovative ideas and transforming them into viable business ventures. It is vision to move towards open learning for capacity building. The centre offers mentorship, resources, and technical support to budding entrepreneurs, international collaborations, multiculturalism.

A glance through of activities are as below:

IPR Workshops: Detailed sessions on the intricacies of Intellectual Property Rights, enabling participants to understand the legal and procedural aspects of IP protection.

Avishkar Research Convention: An annual event where students and faculty present their research projects. This convention provides a platform for showcasing innovative ideas and encourages a healthy spirit of competition.

Innovation and Entrepreneurship Workshops: These workshops focus on developing entrepreneurial skills and innovative thinking. They cover topics such as business plan development, market analysis, and financial management.

Collaborative Projects: The college promotes interdisciplinary and collaborative research projects, often in partnership with other academic institutions and industries. These projects address real-world problems and contribute to the overall knowledge base.

Outcomes

The concerted efforts have yielded significant outcomes. There has been a noticeable increase in the number of research publications and projects. The enhanced awareness of IPR has led to a rise in patent filings and other forms of IP registrations as a result there have been 5 patents received and grants from corporates as well as from Rajiv Gandhi Centre to conduct scientific research. A learner has also received a scholarship from the Governor of Maharashtra for his research work. The institute not only charts in Zonal Championships at the Avishkar research convention but also has created a stance at the National level in terms of research.

To conclude the initiatives have not only facilitated the creation and transfer of knowledge but also empowered learners and faculty to contribute meaningfully to society.

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 157

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
36	44	26	21	30

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.47

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	18	47	17	45

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.97

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
63	57	36	42	25

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

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The institute has seeded a robust ecosystem to foster innovation and promote research through several

initiatives, including the Indian Knowledge System (IKS), awareness of Intellectual Property Rights (IPR), and the creation of the Centre of Excellence and Innovation. These efforts have significantly contributed to the creation and transfer of knowledge and technology, with notable outcomes.

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To conclude the initiatives have not only facilitated the creation and transfer of knowledge but also empowered learners and faculty to contribute meaningfully to society.

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Making a difference, together.

The institute with its existence for more than five decades now has worked at grassroots levels engaging the populace of all generations i.e Gen X, Y, Z and Alpha. Collaborating with partners in the vicinity, it has designed impact activities to understand the pressing issues the community faces. Being in tribal areas health care has always been a challenge thus being its focus area. A glance through of activities that have been well recognized by Katale Gram panchayat, Shirgaon Gram Panchayat, District Aids Centre, Lions Club, Rural hospital of Palghar, Bahujan Samta Prabodhini Sanstha, Shitla Devi Mandir trust and University of Mumbai:

1. Swachh Palghar Abhiyan: A Multifaced Approach. : “Alone we can do so little together we can do so much”. Keeping this in mind, though carrying a cleanliness drive seems no innovative practice shouldering the responsibility of the largest democracy in the world is important. Realizing this, the Institute that lays its foundation for serving its people decided to enrol the massive demographic dividend available for leading the torch in the Palghar District. It is a known fact that little drops make a mighty ocean and instilling this thought process amongst the millennials and the team, IQAC resolved to develop a hub and spoke model in collaboration with NGOs and the Palghar Municipal Council for its field implementation.
2. Health Camps at Dhawale and Rural Hospital Palghar: Dhawale Hospital and Rural Hospital Palghar significantly benefit the community by organizing impactful health campaigns. The institute every year organizes and volunteers with them on specific health issues like pulse polio, women's health and child care. Broader campaigns promoting healthy living habits with healthy food vendors, fitness demonstrations, and vaccination drives are organized.
3. Value and Ethical Considerations: In the world of social media, where human values have been submerged, the institution upholds the virtues of Gandhian philosophy. Bahujan samta prabodhini sanstha and most of the newspapers recognized the institute's efforts in this area. Street plays, rallies, and poster-making competitions were creatively created to convey the message of peace, tolerance, and social justice. Moving beyond awareness-raising it organized community service

projects that promote conflict resolution, interfaith dialogue, and environmental cleanliness, all Gandhian ideals. Social media campaigns and the use of Gandhian symbols like khadi amplified the reach of these initiatives. By combining these approaches, the extension wing empowered stakeholders to become active advocates for Ahimsa and Gandhian values in their communities.

4. AIDS Awareness: **The fight against AIDS requires ongoing efforts.** By collaborating with the AIDS NH Centre, Virar and Red Ribbon Club the institute every year conducts well-designed awareness campaigns, educating individuals, dispelling myths and encouraging preventive behaviours. Campaigns promoting regular testing and addressing testing anxieties are conducted and well-recognized by the Centre.
5. Distribution of Menstrual Health Machines and Campaigns: Collaborating with Shree Shankara Hindu Mission and its CSR wing the institute distributed more than 50 machines along with handouts in multi-lingual language on menstrual health and hygiene. These were carried upon in areas of Jawahar, Mokhada, Talsari and Boisar.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 206

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
57	38	16	52	43

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 36

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Fostering Learning and Well-being: A Deep Dive into the Institute's Infrastructure

This institute takes pride in its commitment to creating an exceptional learning environment that extends far beyond traditional classrooms. By strategically developing its infrastructure and facilities, the institute fosters a holistic approach to education, nurturing academic excellence while promoting physical and mental well-being.

Building a Strong Foundation for Learning:

- **Tech-Enabled Learning:** Recognizing the ever-evolving educational landscape, the institute equips faculty and learners with the tools to create high-quality educational videos. Tripod stands, mobile, holders, smart panels and green screens empower them to develop engaging and informative content, fostering a dynamic learning experience.
- **Knowledge Hubs:** The institute's libraries are transformed into integrated knowledge resource centres. Beyond housing a vast collection of books and periodicals, these centres provide built-in computers offering access to a wealth of e-resources. This ensures students have access to the latest information and diverse learning materials.
- **Computer Labs for the Digital Age:** With over 350 computers, high-speed internet, projectors, and interactive whiteboards, the institute equips students with the technological prowess needed to thrive in the digital age. These labs create a collaborative learning environment, allowing students to work on projects, conduct research, and access online learning resources effectively.
- **Specialized Science Labs:** Dedicated science labs for Chemistry, Physics, Botany, Zoology, and Biotechnology provide a platform for practical learning and scientific exploration. Equipped with the necessary infrastructure and prioritizing safety measures, these labs allow students to delve deeper into scientific concepts through experimentation and hands-on experiences.

Beyond Academics: Cultivating a Well-Rounded Experience

The institute acknowledges that a well-rounded education goes beyond textbooks and exams.

Nurturing Green Practices: These nurseries not only serve as a learning resource for certificate programs in agriculture but also promote local agricultural practices within the community.

- **Platforms for Discourse:** Three seminar halls equipped with music systems provide dedicated spaces for presentations, discussions, and workshops.
- **A Stage for Expression:** The large auditorium serves as a central hub for hosting a variety of programs and events. This space allows the institute to showcase student talent, celebrate achievements, and invite renowned speakers to engage the campus community.

Investing in Holistic Well-being:

- **A Hub for Creativity:** The dedicated Cultural Activities Centre, provides a vibrant space for artistic expression. This centre plays host to numerous events, performances, and workshops throughout the year, nurturing students' artistic talents and fostering a sense of community.
- **Promoting Physical Fitness:** Vast outdoor grounds provide ample space for cricket, football, athletics, and other outdoor games, encouraging students to engage in a healthy lifestyle.
- **Nurturing Inner Peace:** The serene Yoga Center provides a space for learners, staff, and even members of the local community to practice yoga and meditation. These practices promote mental and spiritual well-being, aiding in stress reduction and overall well-being.

The high user rate of these facilities, with over 70% of the campus population actively participating in cultural and fitness programs, speaks volumes about the institute's success in creating a stimulating and well-rounded environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 21.58

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
189.67	49.14	15.49	40.83	29.85

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Empowering Learners Through Technology and Tradition

Nestled within the walls of the institute lies the R. H. Save Library, a treasure trove of information waiting to be explored. Stepping into this Knowledge and Resource Centre is akin to embarking on a voyage of intellectual discovery, fueled by the power of cutting-edge technology.

The library boasts a mesmerizing collection that caters to diverse academic interests. Over 58,500 unique titles, meticulously organized across a staggering 107,276 volumes, line the shelves. History buffs can delve into the wisdom of the past through a curated collection of 370 rare books. For those seeking contemporary knowledge, there's a vast array of 1,106 CDs and DVDs, along with subscriptions to over 100 offline journals and a staggering 8,000 online journals and periodicals. The insatiable hunger for news is satiated with access to 19 newspapers, keeping patrons abreast of current events.

But the R. H. Save Library transcends the boundaries of a traditional brick-and-mortar establishment. Embracing the digital age, the library has implemented a state-of-the-art Integrated Library Management System (ILMS) called SOUL 3.0. This ingenious software acts as the library's central nervous system, automating a plethora of tasks. Imagine a world where searching for a book is as effortless as a few keystrokes! SOUL 3.0 boasts a user-friendly web-based library catalogue, fondly referred to as WebOPAC, that allows patrons to locate books, faculty publications, and even past exam papers with remarkable ease.

The institute's commitment to fostering a vibrant intellectual atmosphere extends beyond the physical library walls. The brilliance of ILMS empowers learners and faculty with remote access capabilities. This means that the library's extensive e-resources and the mobile-friendly OPAC (M-OPAC) are accessible from anywhere, at any time. Whether it's a late-night research frenzy or a quick study break between classes, the knowledge bank is readily available, removing geographical and temporal barriers to learning.

The institute's syllabi, meticulously archived within the system, serve as a roadmap for academic success. Additionally, the library meticulously curates a collection of news clippings related to the institute's academic achievements, preserving a rich tapestry of the institution's history.

Further enriching the learning experience, the library offers access to N-List, a treasure trove of e-books. This opens doors to a world of knowledge that transcends physical limitations. Moreover, the library's membership with the National Digital Library broadens the knowledge horizon even further, providing access to a vast digital repository of Indian publications.

Along with this college library initiates various activities like the Annual Book Exhibition, Grantha Applya Dari, Human Library, Book Bank Scheme, Library Best Reader Award, etc. To make the books easily available to the students the college library has initiated the process of decentralization where 5 departments are provided with a Departmental library.

It transcends the traditional perception of a library. It's a vibrant ecosystem meticulously crafted to empower learners and faculty on their intellectual journeys.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Ensuring Excellence in Learning and Research: A Commitment to Cutting-Edge IT Infrastructure

In today's fast-paced digital age, the quality of education and research within any academic institution is heavily reliant on the robustness of its IT infrastructure. Recognizing this, our institution places a significant emphasis on frequently updating its IT facilities, including Wi-Fi, to align with technological advancements and meet the dynamic needs of its students and staff. Presently it has 3 vendors to ensure internet is never down alongside with speed of 265 MBPS.

This strategic approach is meticulously planned and executed across various dimensions, including budgeting, hardware upgrades, human resources, and user feedback mechanisms.

Budget: Investing in the Future

A substantial portion of the annual budget is dedicated to IT infrastructure and upgrades. This investment underscores the institution's understanding of the pivotal role that technology plays in enhancing the educational experience. By prioritizing IT in its budget, the institution ensures that both current and future technological needs are met, facilitating a seamless learning and research environment. Presently during the last five years more than Rs 60,00,000 has been invested and now striving towards a Video Centre under the PM – USHA scheme.

Hardware: Building a Strong Foundation

Central to the institution's IT strategy is a robust network infrastructure that includes state-of-the-art computer labs and reliable Wi-Fi connectivity. Over the years, the Wi-Fi system has undergone numerous enhancements, notably through the integration of National Knowledge Network (NKN) facilities. These upgrades have entailed replacing outdated access points with the latest models, significantly improving coverage and data transfer speeds across the campus. The modern computer labs are equipped with high-performance machines capable of handling complex computational tasks, thereby supporting both academic and research activities.

Human Resources: Expertise and Efficiency

To maintain and optimize this sophisticated IT infrastructure, the institution employs a dedicated team of IT professionals. This team is tasked with ensuring the continuous operation, security, and efficiency of the IT facilities. Their responsibilities include routine maintenance, troubleshooting, and implementing security protocols to protect against cyber threats.

Feedback: Continuous Improvement

A key aspect of the institution's IT strategy is its commitment to continuous improvement through active user feedback. The IQAC regularly monitors network performance and conducts surveys to gauge satisfaction levels among learners and faculty. This proactive approach enables the identification of areas needing improvement and the prompt resolution of connectivity issues. Additionally, the institution collaborates with IT vendors and industry experts to stay updated on the latest technologies and best practices.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 14.55

4.3.2.1 Number of computers available for students usage during the latest completed academic

year:

Response: 377

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 7.7

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
40.54	11.13	12.64	26.15	25.50

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 38.21

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2129	2045	1937	1543	1441

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 68.34

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3285	3452	3919	3376	2232

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 15.13

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
138	249	240	173	188

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1773	1472	1132	814

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.29

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	0	0

File Description

Document

List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 75

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	6	4	15	22

File Description

Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 35.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
57	22	16	49	34

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Building a Strong Future Together

The registered Alumni Association of our institution has been a cornerstone in fostering the growth and development of the college and society at large. Through financial contributions and volunteer services, our alumni association has helped to ensure the continued success of our college.

Members of the Committee: The Alumni form an integral part of the IQAC and CDC Committee

Financial Support for Educational Excellence

The philanthropy of our alumni has provided much-needed financial support for a variety of institutional development initiatives. Over the past five years, alumni donations have totalled Rs. 29,64,723. In addition to providing financial support for institutional development, our alumni have also played a role in supporting the education of underprivileged students. These funds have been allocated to upgrading laboratory equipment, enhancing library resources, and supporting infrastructure development.

Bridging the Gap Between Academics and Industry

The support from the Alumni Association extends beyond financial contributions. Recognizing the

importance of practical experience in today's competitive job market, the association has been instrumental in organizing training, placement, and summer training programs. Every year, the alumni network collaborates with leading companies to provide internships and job placements to graduating students. Over the past four years, more than 500 students have secured internships in reputable organizations through the efforts of the alumni. These opportunities have given students a significant edge, bridging the gap between academic learning and industry expectations. Alumni entrepreneurs provide mentoring and knowledge sharing to the juniors through ED cell.

Mentorship and Guidance

Alumni also support current students through different mentoring programs. Training programs conducted by the alumni are comprehensive and tailored to meet the needs of various industries. These programs include workshops on resume writing, interview skills, and career planning.

Participation in Events and Programs

The Alumni Association's involvement in college activities further exemplifies their dedication to the institution's holistic development. One of the most notable events is the Sonopant Dandekar Punyatithi, a memorial event honouring the legacy of the institution's founder. Alumni participation in this event is significant, with many contributing to the organization and execution of the event. Along with it, they also Actively participate in the 15th August, 26th January and 1st May Programmes. Similarly, the Non-Violence Rally, organized annually to promote peace and harmony, sees enthusiastic participation from the alumni. Their involvement in these social initiatives underscores their commitment to societal betterment and sets a positive example for present learners.

Being Alumni placed in the government offices of Palghar district, the access to information for holistic development of the society and research purposes has been convenient. During COVID 19 their efforts have been commendable.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Building Trust: Balancing Authority with Responsible Leadership.

Sonopant Dandekar College, Palghar, has consistently aligned its governance and leadership with the institution's vision and mission, ensuring a strategic approach to educational excellence and holistic development.

A. The reflection of vision and mission in its governance is ensured by

- Policy Statements and Action Plan: The institute being in the growth stage, enjoys the fruits of blending the creativity of the middle age- to young stakeholders along with experienced and matured management, involved directly and indirectly in the preparation and adherence of policy statements and action plans.
- Quality Policy: The institute blending the beam of technology and cultural ties has ensured a complete ERP system. Further, it involves the suggestions of management, students, staff and members of the local community who have been an integral part of the institute. Even during the pandemic a plan for E-content Institutionalization was prepared, shared and implemented. Internationalization at Home is one such initiative.
- Policies for holistic development – The institute's plans and practices ensure the students and its staff too are not restricted to the basic line of attaining a degree but encourage students to spread their wings outside the area by deputing them for various workshops, events, seminars etc. Similarly, the staff is encouraged to continuously upgrade themselves and provide recognition for their achievements in the annual prize distribution.

B. Decentralization and Participation in Institutional Governance: Decentralization and Participative management are practised in action and spirit in the institute along with transparent and dynamic governance through the presence of various academic and administrative committees.

C. NEP implementation Sustained Institutional Growth: The Institute has proactively embraced the concepts of the New Education Policy (NEP) 2020, which has been a transformative framework for higher education in India. The college's curriculum now incorporates NEP standards, encouraging interdisciplinary learning, skill development, and a focus on research. **It is the leading cluster college appointed by the University of Mumbai to foresee its implementation at the Cluster level.**

D. Sustained Institutional Growth: Strategic partnerships with industries and other academic institutions have been established to provide students with exposure to real-world applications and

opportunities for collaborative research.

E. Participative Leadership Related to Learners (Few Examples)

- Heads of Departments (HODs) are responsible for overseeing and providing guidance for student support activities.
- The Anti-Ragging Cell works to prohibit ragging on campus.
- The WDC defines how institutions should address complaints by women.
- The Grievance Redressal Cell provides a forum for students to address grievances.
- The Training and Placement Cell helps final-year learners find jobs.

F. Participative Leadership in Administration (Few Examples)

- The Internal Quality Assurance Cell (IQAC) works to improve the overall performance of the institution.
- The Examination Committee ensures that exams and assessments are conducted fairly.
- The Research Committee promotes student research activities. Clubs and forums provide opportunities for students to get involved in extracurricular activities.

The presence of various committees where we strive to balance between Authority and Responsibility helps us to promote quality education.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Accountable Leadership, Empowered People

The Institute makes strategic planning, the efficient functioning of institutional bodies and ensures its timely accomplishment. The Institution works with the objectives of academic excellence and holistic development of students to meet the changing needs of society.

A. Institutional Perspective Plan

The institutional perspective plan at Sonopant Dandekar College is a strategic blueprint designed to guide the college's growth and development over a specified period. This plan aligns with the vision and

mission of the institution, ensuring that all initiatives and activities contribute to the overall goals of providing quality education and fostering a conducive learning environment. The key areas are:

- **Academic Excellence:** Emphasizing innovative teaching methodologies, curriculum development, and research initiatives to enhance academic standards.
- **Research Excellence:** Fosters research excellence by providing exposure to research projects, and encouraging consultancies and collaborations. Research facilities enhance its commitment to advancing scholarly activities and innovative practices.
- **Learner Centric Environment:** The IQAC envisions providing a supportive and stimulating environment, actively monitoring student progression to ensure academic success, and implementing strategies to attract international students, thereby fostering a diverse and inclusive campus.
- **Infrastructure Development:** Upgrading and expanding physical and technological infrastructure to support modern educational needs.
- **Administrative Excellence:** To achieve administrative excellence through a high-performance culture that attracts and retains high-quality staff, supported by transparent and participative governance.
- **Community Outreach:** It organizes various programs and initiatives aimed at social development and awareness. Through volunteer activities, educational workshops, and partnerships with local organizations, the college fosters a strong connection with the community and promotes social responsibility among students and staff.
- **Faculty Development:** Providing continuous professional development opportunities for faculty to keep them abreast of the latest educational trends and practices

B. The administrative setup at Institute is structured to ensure seamless operations and effective decision-making. The college follows a **Light but Tight policy** to ensure plans are translated into actions.

- **Governing Body** is The apex decision-making authority responsible for strategic planning and policy formulation.
- The **CDC** formed as per the UGC, Government of Maharashtra and University of Mumbai, makes all policy decisions regarding courses to be offered, recruitment of staff, Performance appraisal of staff, service conditions of teaching and non-teaching staff, conduct of staff and students academic and non-academic activities. The committee reviews and updates the policies periodically.
- **Principal:** The chief executive officer who oversees the implementation of policies and the day-to-day functioning of the college.
- **IQAC:** It establishes standards and ensures adherence to the standards thereby assuring quality in education. The members are selected based on core competencies and are excellent in their respective fields. With their vast experience, they add value and propel the college towards realizing its vision and mission.
- **Administrative Committees:** The Internal committees of the institution work with specific vision, mission and objectives. All the academic and administrative processes policy documents, Standard Operating Procedures and handbooks are in place.
- **Departments:** Individual academic and non-academic departments led by heads who ensure the effective implementation of departmental activities.

Detailed policies are available to ensure transparency and accountability.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Sonopant Dandekar College, Palghar, is a reputable institution known for its commitment to academic excellence and the holistic development of its students and staff. The College values the contribution of its employees to the development and progress of the institution. The college has implemented several effective welfare measures and a comprehensive Performance Appraisal System (PAS) for both teaching and non-teaching staff, aiming to create a supportive and motivating environment that fosters personal

and professional growth.

Health and Medical Benefits

- Health Insurance: Comprehensive health insurance plans for staff and their families.
- Emergency Medical Assistance: Immediate medical support for emergencies and tie-ups with local hospitals.
- Counselling Centre: In house Counselling Centre with a dedicated counsellor
- Facility of Health & Fitness Club: Special help in Channelize medical bill insurance
- Special help in channelization of Medical Bill Reimbursement

Professional Development

- Workshops and Seminars: Regularly organized to keep staff updated on the latest trends and advancements in their fields.
- Training Programs: Specialized training to enhance skills and knowledge, fostering career growth.
- Support for Higher Education: Support to Teaching and Non-teaching staff for upgrading themselves and completing their higher studies.
- Encouragement for Minor and Major Research Projects
- On successful completion of PhD or Qualification, the institution provides an increment to staff.
- The institution supports the faculty pursuing PhD with 20 days on duty for PhD coursework.
- On-duty is provided to faculty for attending Refresher and Orientation courses, MOOC Courses, FDP, Seminars workshops and Conferences.

Financial Assistance

- Financial assistance to teachers to attend seminars, Conferences, FDP etc
- Seed money for carrying out research projects.
- Loans and Salary Advances: Availability of personal loans and salary advances to support staff during financial needs.
- Scholarships: Scholarships for the higher education of students and staff members' children
- Employees Provident Fund
- A full-fledged credit society providing financial assistance to staff
- Free ship to Divyagajan

Leave Policies

- Maternity and Paternity Leave: Generous leave policies to support staff during crucial family events.
- Medical Leave: Paid medical leave for staff to recover from illnesses without financial stress.
- Casual and Earned Leave: Well-defined casual and earned leave policies to balance personal and professional life.

Work-Life Balance

- Recreational Activities: Regular cultural events, sports activities, and family get-togethers to reduce stress and promote relaxation.

- Counselling Services: Access to professional counselling to support mental and emotional well-being.
- Facility for Health and Fitness
- Awareness sessions on different areas (Finance, Health, Mental Health etc)
- Celebration of Festivals and National Days
- Avenues for Career Development / Progression

Performance Appraisal System

The performance appraisal system applies to the academic and administrative staff of the college.

The appraisal cycle is from April to March of every year.

At the end of the year, the staff performance is evaluated based on the Performance.

Committee the appraisal process by circulating the appraisal form and the same will be reviewed and rated by the respective authority.

Based on the overall rating the staff's performance will be appraised

The weak performers are identified and monitored for progress through Performance Improvement

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 11.47

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	3	5	5	8

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 12.88

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
64	24	28	26	11

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
133	133	133	133	133

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Accountability You Can Trust.

The institution ensures transparency in all its financial matters. From the year 2019-20 financial ERP system was evolved with regular upgradations each year to cater the dynamic needs. The external audit is carried out by the statutory auditor.

Keeping all the aspects in view, it conducts an audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following:

- 1.All receipts from fees, donations, grants, contributions, interest earned and returns on investments.
- 2.All payments to staff, vendors, contractors, students and other service providers.
- 3.All observations/objections are communicated through their report.
- 4.The Chartered Accountant of the Institute conducts regular accounts audits and certifies its Annual Financial Statements. All Utilization Certificates to various grant-giving agencies are also countersigned by the CA. All Financial Statements have been certified by the CA.

The NSS accounts and Audit for funds received under CSR and the University of Mumbai scheme are audited separately apart from the final audit.

As the college was upgrading itself each year presently an internal auditor and technical guide for internal audit has been made effective.

Resource Mobilization Policy The Institute has a clear and well-organized financial management system, with the government and management serving as the primary sources of funding. The institution's goals and aims are the main emphasis of the resource mobilisation policy, which also prioritises quality, accountability, and transparency.

The Principal, IQAC co-ordinator along with member secretaries of different committees (viz., research committee, placement cell, library advisory committee (for the purchase of books / journals), Extension Committee, Cultural committee etc., submit the budget requirements for the coming academic year. The CDC committee prepares an annual budget estimate duly considering the proposals received and also the recommendations of the principal and management. All the major financial decisions are taken by the institute's Governing Body. But following a light but not tight policy, decisions within the permissible limit of Rs 3,00,000 are allowed to the principal. This has in fact helped to reduce the delay in decision making and progression has been enormous.

The key highlights are

- The institution is a centrally managed non-profit organisation with governing body members, which ensures the income generated is spent optimally in the institution itself.
- The management supports financially to association events, Faculty Development programmes, seminars, workshops, and expert talks.
- The students' extracurricular activities are a key focus, and sufficient funding is provided for sporting and cultural events.
- Funds are optimally used for which it is sanctioned
- Transparency and accountability are ensured by conducting internal & external annual audits of the statements.
- **Grants received from statutory bodies** - After a stipulated period, the accounts for all the grants are audited by a Chartered Accountant. The audit report issued by the auditor with utilization certificates and all necessary ratified accounts is submitted to the concerned sanctioned authorities.
- **Academic and Administrative Audit**- Academic and Administrative audit is conducted by the team of Commissionerate of Higher Education Institutes. They inspect and provide certificates of the audited matters.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Transforming Education - Quality, Innovation, and Global Vision.

IQAC has been instrumental in assuring Quality Assurance through

A. Capacity Building Practices for E- E-Content, Open Learning and Internationalization at Home

“Adversity is the master of all inventions” This is exactly what COVID-19 proved us by accelerating the pace of the use of ERP and LMS with a cutting edge on the use of technology. The Institute began its journey towards blended learning in June 2019. However, a holistic approach towards blended learning was important, thus IQAC initiated the process of institutionalization of E-Content Development and Delivery Mechanism. The IQAC documented a policy on the E-content delivery mechanism by the end of the academic year 2020. The IQAC had shared a structured layout for the development of E- E-

content striving towards planned efforts. Also, faculties were asked to undertake FDPs on E-content development which were reimbursed by the institution.

A set of instruments and activities at home’ that focus on developing international and intercultural competencies in learners and teachers associated with the institute is envisioned by the IQAC. The entire concept laid its foundation on the Ashridge model wherein the four elements i.e. Purpose, Values, Behaviour and Strategy are linked tightly resonating and reinforcing each other.

- Purpose: The institute has been serving the tribal populace for five decades now, playing a pivotal role in uplifting and providing education considering their affordances in the initial years. Change is only constant and a vision to upscale everyone the vision mission was redefined to achieve “Internationalization home”.
- Values: Keeping the eyes on the star and foot on the ground, the institute is driven by core values of Passion, Pride, Learning, Creativity and Integrity and we believe SMILE goes a long way.
- Behaviour: To strive towards our purpose, the policies and procedures are facilitated by developing, implementing, and monitoring human, physical and digital enablers.
- Strategy: Using an ADDIE model, the activities are planned out in a phased manner to ensure seeding multiculturalism among stakeholders

B. Setting up Benchmarking tools for Teaching Learning Ecosystem.

The Internal Quality Assurance Cell plays a pivotal role in the sustenance and enhancement of quality and the year 2022-23 marked the year of change and revisions. By systematically collecting feedback from various stakeholders, including learners, faculty, and employers, IQAC critically analyses the areas that require improvement and thus drives the institution towards excellence. To cite internship and skill development activities were upsurged to ensure learners are industry-ready. Furthermore, IQAC encourages the formation of quality circles—small groups that address specific areas of improvement, fostering a culture of quality within the institution. Through these circles, the institution identifies innovative practices and implements them effectively across various departments. Moreover, IQAC promotes flexibility and autonomy in different operational areas, empowering departments to make decisions and take actions that are aligned with the institution's quality benchmarks. This flexibility ensures that the institution remains dynamic and responsive to the changing educational landscape, thereby maintaining its commitment to quality sustenance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: E. None of the above

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Empowering Women, Strengthening Society.

Glance of the Ecosystem: The institute is dedicated to empowering women through education and emphasizes its holistic development. It has **implemented policies** aimed at creating a gender-balanced environment and has a strict policy of zero tolerance toward bias and sexual harassment, which is reflected by the absence of reported cases in these matters. It has established several preventive measures and grievance mechanisms, including an internal complaint committee, anti-ragging cell, and student grievance redressal cell, with the information provided to learners through **orientation sessions and accessible manuals in the library**. It maintains a **surveillance network for the security** of the learners and staff, with live monitoring accessible to the Principal and key management authorities. Additionally, **a suggestion and complaint box**, called 'Sakhi,' has been installed and self-defence programs have been conducted. Among the **initiatives are activities that cover topics such as domestic violence, financial literacy, and sensitization towards the LBGTQ community**, expressed through street plays and poster competitions, talk shows, films and seminars addressing sexual harassment laws and remedies. Additionally, the institute produced a documentary focusing on women's empowerment. It also initiated creating awareness about the third gender i.e. transgender conducting various sessions, and revising its documents with the inclusion of transgender in its administrative records.

Gender Audit: Apart the institute conducts gender audit regularly that acts as a critical lens through which organizations can assess their progress towards gender equality. It's a systematic process that dives deep into the inner workings of an institution, analyzing how gender interacts with various aspects

Prominent Outreach Program towards Gender Sensitization: Empowering Menstrual Health in Tribal Areas: Breaking Taboos and Strengthening Systems. The goal is to strengthen the Menstrual Healthcare System in tribal areas to effectively respond to health challenges and emergencies.

The key challenges to be addressed are :

1. To dispel myths and promote healthy menstrual practices.
2. Address the issues of improper disposal of sanitary pads.
3. Break cultural taboos and stigmatization surrounding menstruation, leading to the isolation of women and girls during their periods by organizing skits and street plays

What did we do?

1. Sanitary Pad Vending machines and dispensers were distributed in the tribal areas of Jawahar, Mokada, Boisar, and Palghar sponsored by the Shree Hindu Mission.
2. Streetplays, poster-making competitions, Jingles etc were prepared by the students to help break the cultural taboos.
3. Data was collected through interviews and surveys gauging the knowledge of tribal boys and girls with regard to menstrual health and hygiene practices.

In total 50 machines were distributed and at the time of distribution, information leaflets in the local language were distributed along with small videos to create mass awareness in the tribal areas. The Data so collected is handed over to NGOs working in these areas, as well as the program officers of the National Social Service Scheme.

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The college plans and conducts several events to foster an atmosphere for moral, cultural, and spiritual values among the students and staff.

Activities for Linguistic Promotion and Social Harmony:

To inculcate rich Indian culture, the Cultural Association along with other departments organizes Dance competitions, singing competitions, Quiz Competition-Know your Culture, Fort Making Competitions, Rangoli competitions etc. to familiarize Indian Culture - Warli Painting workshops are organized. The college makes deliberate efforts to respect and promote regional and linguistic diversity. It celebrates a fortnightly program on Marathi Bhasha Sanvardhan Pandharvada and Celebration of Hindi Din etc.

Communal Harmony and Socioeconomic Inclusivity

It actively works towards maintaining communal harmony and bridging socioeconomic divides. It conducts seminars and workshops on communal harmony, emphasizing the importance of mutual respect and understanding. It also organizes community outreach programs that involve students and staff in activities like blood donation camps, health check-up camps, distribution of essential items to underprivileged sections of society, visit to old age homes etc. These initiatives help inculcate a sense of social responsibility and empathy among students. Gandhian Study Center celebrates "International Non-Violence Day" along with lectures and Conferences. Apart from this, Guru-Pournima, Women's Day, Ashadhi Ekadashi, Founder's Day, International, Yoga Day, etc. are also celebrated in the College

Sensitization to Constitutional Obligations

Regular lectures and discussions on the Indian Constitution, fundamental rights, and duties are organized to create awareness. The college celebrates Constitution Day with various activities, including reading of the Preamble and debates on constitutional values.

Legal literacy programs and workshops on human rights sensitized the community to their roles as responsible citizens.

Organization of Constitution Awareness examination for all students.

Value Education and Civic Responsibility

The institute integrates value education into its academic and extracurricular activities. Ethical values, integrity, and civic responsibility are emphasized through various means such as guest lectures, value education courses, and participation in NSS, NCC and DLLE. The college's NSS, NCC and DLLE unit undertakes projects that promote environmental sustainability, cleanliness drives, and community development, reinforcing the importance of civic duties among students. During COVID-19, college was not only at the forefront in donating blood but leads the vaccination Drive. Mission Khatam Corona – COVID-19 Vaccination Awareness drives organized and students and staff Rallies on Pulse Polio, Aids, Anti-Drugs Rally etc.

Learners and Staff actively contributed during the pandemic as Corona Warriors. During the pandemic, students and staff distributed glossaries, Several times staff donated to the PM Relief Fund and Chief Minister Relief Fund. NCC has become a nodal centre at the college spreading awareness about national integrity. College celebrates Independence Day, Republic Day, Sadbhavana Divas, Constitution Day, and National Unity Day. The college actively participated in Azadi ka Amrut Mohatsav.

Inclusivity in Policy and Practice

The college's policies reflect its commitment to inclusivity. Anti-ragging policies, Grievance Redressal Mechanisms, Women Development Cell, Divyanga Cell and Equal Opportunity cells ensure a safe and inclusive environment for all. The institution also provides scholarships and financial assistance to students from economically weaker sections, ensuring that financial constraints do not hinder educational opportunities.

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Title of the Practice: Internationalization at Home

Objective of the Study

- To ensure capacity building of learners and staff with international competencies.
- To develop a global mindset of our learners and shape them as global citizens with deep-rooted pride in being Indian
- To promote active linkage between Indian and Foreign Higher Education Institutions

Context:

With a set of instruments and activities ‘at home’ that focus on developing international and intercultural competencies in learners and teachers associated with the institute is envisioned by the IQAC. The challenge of bringing of internationalization at home in the midst of tribal village had a consortium of myths and notions, but the zeal and commitment of its stakeholders translated challenges into opportunities. The entire concept laid its foundation on the Ashridge model wherein the four elements i.e. Purpose, Values, Behaviour and Strategy are linked tightly resonating and reinforcing each other.

- Purpose: The institute has been serving tribal populace for five decades now, playing a pivotal role in uplifting and providing education considering their affordances in the initial years. Change is only constant and a vision to upscale everyone the vision and mission were redefined to achieve “Internationalization home”.
- Values: Keeping the eyes at the star and foot on the ground, the institute is driven by core values of Passion, Pride, Learning, Creativity and Integrity and we believe SMILE goes a long way.
- Behaviour: To strive towards our purpose, the policies and procedures are facilitated to developing, implementing, and monitoring human, physical and digital enablers.
- Strategy: Using an ADDIE model, the activities are planned out in a phased manner to ensure seeding multiculturalism amongst stakeholders.

In Practice:

The institute worked on 5 focus areas namely:

1. Setting up a Language Centre:
2. Foreign MOU’s and Colloborations
3. Moving towards Open learning programs for Faculty and Learners
4. Capacity Building Programs wherein Learners from the Institute were sent abroad for higher education.
5. Learners from Foreign University embraced within the Institution thus seeding the Culture of Multiculturalism.

Evidence of Success: Please view this. https://sdsmcollege.in/naac.php?naac_no=7.2.1&academic_year=Best%20Practice%201

Problems Encountered:

1. Infrastructure requirements in terms of Video Centers for Open Learning.
2. Change in mindset for girls to be sent abroad in tribal areas is difficult.

Title of the Practice: **Outreaching: Social Responsibility through Action:**

2. Objectives:

- To instill the value of social responsibility in Learners and staff, thereby shaping them into responsible citizens.
- To build strong relationships with the local community (stakeholders) and contribute to its development.
- To educate the Learners and community at large on sustainable practices and actively contribute to environmental conservation.
- To focus on enhancing the skills and capacities of both Learners and community members.
- To foster inclusivity and raise social awareness on various issues, such as disability, gender equality, and cultural diversity
- To seed the culture of responsibility amongst the stakeholders

3. The Context

- The holistic approach, known as Institutional Social Responsibility (ISR), involves the active engagement of institutions in various extension activities that foster sustainability, environmental conservation, and societal well-being.
- Learners need to be motivated to participate in Social Cause
- Learners' activities and efforts are needed towards the protection of different green initiatives.
- Training and support for Learners and society at large

4. The Practice

Extension activities of the College.

- Watershed Development Programme
- Environment conservation
- Cleanliness camps
- Adoption of villages
- Plantation Drives
- .Social Awareness Camps
- Women safety

Capacity Building Initiatives:

- Entrepreneurship Development Cell
- Workshops and Hands-on training

Covid-19 Initiative:

The contributions were made in the following ways:

- Vaccination Awareness Campaign by Learners
- Vaccination drives at the college for all
- Financial contribution to COVID relief fund

Services to Old Age Home

- Interaction with inmates of Old Age Home
- Donations to the Old People's Home
- Communication programs at the Home by Learners

5. Evidence of Success

The institution's efforts towards social activities have been effective and outcomes are summarized in the following ways:

Sustainability Development:

- Green Campus initiatives successfully implemented
- Installed Renewable sources of Energy
- On and off campus Tree plantations and Seed pouches distribution programmes were implemented.
- "Hirvai Abiyan" was successfully implemented
- 5 Vanrai Bandhars were built by the NSS unit of the college which raised the ground water level of the wells in the adopted village.

Social Awareness:

- 18 rallies were organized
- 17 awareness camps/programs were conducted (Anti Plastic Drive, Cleanliness Drive, Anti Aids Rally, Pulse Polio Drive etc)

Old Age Home :

- Grantha Applya Dari, Books provided to the people during the Covid period and it is continued after that
- Donations were made to the Old Age Homes in the form of Meals

Divyangjans:

- Financial Support to Divyangajans
- Implementation of Divyangajan Policy in the institute thereby providing reservations in admissions and recruitment
- Providing ICT-enabled facilities
- Providing Bicycles to Divyang Learners
- Arrangement for Scribes

COVID-19:

- Around 65 staff members worked as Corona warriors surveying people above the age of 50 thus approaching 10000 people in the city.
- More than 2500 Learners participated in the Covid Vaccination Awareness Survey
- 03 vaccination camps were organized and beneficiaries are more than 3000 Learners and family members

Blood Donations:

- 07 donation camps were organized during the post-accreditation phase
- More than 500 blood bags were collected

Other Social Issues:

Rs. 1,52,415 were donated to Kolhapur & Sangli flood relief fund

Rs. 3,15,564 were donated to Chief Minister Covid relief fund

Rs. 1,19,289 /- were donated to Chief Minister Fund for Draught Prone Situation

Concession and Freeship:

- Student Adoption Scheme is successfully implemented by Sonopant Dandekar Shikshan Mandali for the poor and needy Learners
- Rs. 3,74,964 were given as a concession to poor and needy Learners during the last 5 years.
- Rs. 3,32,78,194/- of Free ship and Scholarship proposals were successfully got sanctioned by the appropriate authority.

6. Problems Encountered and Resources Required

Limitations of Learners' involvement due to Covid restrictions for more than 18 months.

Insufficient grants from Government agencies for Sustainability Development activities.

7. Award: The Institute was awarded with "Samajik Bhan Puraskar" by "Times Group" for its contribution to Social Causes.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Diverse Learning Paths – Capacity Building for New Age Learners focusing on 4C,s of 21 Century Skills (Critical Thinking, Creativity, Collaboration and Communication)

In the contemporary educational landscape, institutions must balance academic rigour with the holistic development of their learners. Sonopant Dandekar College, dedicated to this balanced approach, has made significant strides in various areas distinctive to its priority and thrust. The institution's intensive student training programs in Sports and Games, Cultural Activities, Research Activities, Entrepreneurship Development, Capacity Building for Internationalization at Home, Technology, and Nation Building, emphasizing critical thinking, creativity, collaboration, and communication.

Centre Node

To cultivate the 4 C's of 21st-century skills—critical thinking, creativity, collaboration, and communication—within our learners, nurturing them into adept navigators of the modern world.

Focus :

1. To provide intensive training to learners for exceptional performance in sports and games
2. To equip learners for outstanding performance in cultural activities and competitions (Music, Drama, Literary, and Fine Arts)
3. To mentor learners and prepare them for research competitions like Avishkar, and Anveshan and for writing research papers
4. To provide intensive training and guidance for successful entrepreneurship development programs
5. To build capacity for internationalization at home for future opportunities
6. To offer intensive training and guidance for successful placement in campus drives

A. Research Activities

Research is a cornerstone of the institution's academic framework. Intensive research training programs are designed to cultivate a spirit of inquiry and innovation among learners.

Key Training Programs:

Workshops and Seminars: Regular workshops and seminars on research methodologies, data analysis, and academic writing help learners grasp essential research concepts.

Mentorship: Experienced faculty members provide personalized mentorship, guiding learners through the entire research process from conceptualization to execution.

Research Publications: Specific training on how to navigate the submission process for journals, including understanding impact factors, citation formats, are organized by the institute.

Research Grants: The institute makes budgetary provision for research activities of both faculties and learners.

Patents: Several learner-led projects have resulted in innovative solutions, some of which have been

patented, showcasing the institution's commitment to fostering research and innovation.

Performance Metrics:

- College is the winner of the Avishkar Research Convention zonal round for consecutive 8 years.
- College won the Agriculture Championship for the academic year 2020-21
- 8 learners were part of University of Mumbai Avishkar and Anvenshan Team and won Gold and Bronze across the categories.

During the last 5 years more than 100 projects were submitted by learners at Avishkar Competition and more than 300 learners participated in Avishkar Competition.

B. Sports and Games

Institution places a high priority on sports and games, recognizing their critical role in fostering teamwork, discipline, and physical fitness. The institution has invested in state-of-the-art sports facilities, including a modern gymnasium, football and cricket fields, Badminton court, Kabbadi Court, Foot football turf, Fitness Centre, Yoga Room and facilities for long-distance running.

Activities :

Physical Fitness-Training

Game-wise Skill-Development Training

Membership of the Mumbai Cricket Association

Collaborations are made with the University of Mumbai Department of Sports and Mumbai Cricket Association to offer learners proper training.

Outcome Analysis :

22 Learners represented University of Mumbai at State and National Level.

Learners represented at international level

Deepali Pawar represented at International Level

Vibhav Deore is Professional WWF Wrestler at international arena.

C. Cultural Activities

Cultural activities are pivotal in nurturing creativity and cultural awareness among learners. The institution has established a vibrant cultural hub where learners can explore and express their artistic talents.

Activities :

Regular workshops by renowned artists and cultural practitioners have enhanced learners' skills and cultural knowledge.

Cultural Department organized 36 intensive-training-programs during the last five year preparing learners for different competitions.

Following are the few of the competitions and levels:

- 1.Youth Festival – University-Level
- 2.Zonal–National
- 3.International
- 4.IPTA Competition
- 5.Atal Karandak
6. Cultural Festivals at various Institutes

Outcome Analysis :

The college Won championship during at University of Mumbai Youth Festival

College has won Zonal Championship of University of Mumbai at university level.

4 Learners won Gold, Silver prizes at State Level, Zonal Level and National Level Youth Festival organized by Government of Maharashtra and AIU

Budgetary provision of approximately 6 lakhs per year is made available for youth festival activities.

D. Entrepreneurship Development

The institution recognizes the importance of entrepreneurship in driving economic growth and job creation. Intensive training programs in entrepreneurship aim to equip learners with the necessary skills and mindset to launch their own ventures.

Performance Metrics:

Entrepreneurship Courses: Specialized courses on entrepreneurship, business planning, and venture capital have seen high enrollment rates.

MOU with WX Consultany Nashik, Maharashtra Centre for Entrepreneurship Development, Government of Maharashtra.

Success Stories: Numerous alumni have gone on to establish successful businesses, reflecting the efficacy of the institution's entrepreneurship programs.

Capacity Building for Internationalization at Home

The institution aims to prepare learners for a globalized world through capacity-building programs that promote internationalization at home.

E. International Collaborations:

Partnerships with foreign universities have facilitated student exchange programs, joint research projects, and international conferences.

Cultural Exchange Programs: Regular cultural exchange programs have exposed learners to diverse cultures, enhancing their global perspective.

Language Training: Intensive language training programs have enabled learners to acquire proficiency in multiple foreign languages, improving their employability in international markets.

F. Capacity Building for Nation Building

The institution is committed to nation-building by fostering a sense of responsibility and leadership among learners.

Community Service Programs: Learners actively participate in community service programs, addressing social issues and contributing to societal development. NSS, NCC and DLLE organizes Clean-up Drives, Health Camps, Anti-Drugs Drives etc .

Leadership Training: Intensive leadership training programs have prepared learners to take on leadership roles in various sectors.

Activities:

Several Capacity Building programmes are organized by the Forums and Associations.

Extensive extension activities by NSS and NCC

The activities of 3 units of NSS, 2 units of NCC for both girls and boys, and different Clubs and Forums provide ample scope for learners to participate in different curricular, co-curricular and extracurricular activities and develop their skills and talents. Several NCC cadets participated in Republic Day Parade in Delhi.

5. CONCLUSION

Additional Information :

Here, at Dandekar, we shatter the stereotype of rural education. Our state-of-the-art facilities and dedicated faculty, equipped with the latest knowledge and resources, provide an unparalleled learning experience. Imagine cutting-edge laboratories, expansive libraries, and modern classrooms, all within a supportive and nurturing environment

Our commitment goes beyond brick and mortar. We believe a well-rounded education is key to success. We offer a diverse range of programs, from traditional academics to cutting-edge fields, nurturing creativity, critical thinking, and a global perspective. We understand the importance of experiential learning, and actively integrate internships, research opportunities, and community engagement initiatives into our curriculum.

Our rural location offers a unique advantage. Students can explore the wonders of nature, develop a strong work ethic, and forge deep connections with their community. This fosters a sense of responsibility and environmental awareness, preparing them to contribute to a more sustainable future.

Concluding Remarks :

“Transforming lives through education. Committed to learner growth, rural focus, community outreach, and university partnerships.”

As we take forward the legacy of Sonopant Dandekar Shikshan Mandli of empowering its stakeholders, we reflect with pride on the rich tapestry of achievements and milestones that have shaped Sonopant Dandekar College into the esteemed institution it is today. For nearly six decades, we have remained steadfast in our commitment to academic excellence, community empowerment, and innovation in education.

Since our inception, has been more than just a place of learning; it has been a beacon of hope and opportunity for learners from diverse backgrounds, especially those hailing from rural areas. We take immense pride in our role as a catalyst for transformation, empowering individuals to realize their full potential and become leaders in their respective fields.

Our journey has been characterized by a relentless pursuit of excellence in education, fueled by a dedicated faculty, supportive staff, and enthusiastic learners. Together, we have fostered a dynamic learning environment that encourages curiosity, creativity, and critical thinking.

Central to our mission is our unwavering commitment to serving the community. Through various outreach initiatives and partnerships with local organizations, we have endeavored to address societal challenges and make a meaningful difference in the lives of those around us. Whether through volunteer programs, community projects, or collaborative research endeavors, institute remains deeply invested in the well-being and prosperity of the regions we serve.

Furthermore, our strong partnerships with universities and institutions have enabled us to expand our academic offerings, providing our learners with access to a comprehensive array of programs and opportunities for intellectual growth and personal development.

As we embark on the next phase of our journey, guided by our founding principles and a shared vision for the future, let us reaffirm our commitment to excellence, inclusivity, and service to society. Together, we will continue to inspire, innovate, and empower generations of learners, ensuring that the legacy of institute endures for another six decades and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 77 Answer After DVV Verification :77</p>																														
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 3173 Answer after DVV Verification: 3173</p>																														
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																														
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1248</td> <td>1158</td> <td>1159</td> <td>965</td> <td>963</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>698</td> <td>630</td> <td>605</td> <td>570</td> <td>515</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1248	1158	1159	965	963	2022-23	2021-22	2020-21	2019-20	2018-19	698	630	605	570	515	2022-23	2021-22	2020-21	2019-20	2018-19					
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2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p>																														

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	47	42	39	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	47	42	39	39

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1773	1472	1132	814

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1773	1472	1132	814

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	3.75	0	1.1	3.35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	3.75	0	1.1	3.35

3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>53</td> <td>26</td> <td>21</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>44</td> <td>26</td> <td>21</td> <td>30</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	38	53	26	21	30	2022-23	2021-22	2020-21	2019-20	2018-19	36	44	26	21	30
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	53	26	21	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	44	26	21	30																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1057 1046 1191"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>18</td> <td>47</td> <td>17</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1272 1046 1406"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>18</td> <td>47</td> <td>17</td> <td>45</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	39	18	47	17	45	2022-23	2021-22	2020-21	2019-20	2018-19	39	18	47	17	45
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39	18	47	17	45																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	18	47	17	45																	
3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1729 1046 1863"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>38</td> <td>16</td> <td>52</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1944 1046 2078"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>38</td> <td>16</td> <td>52</td> <td>43</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	57	38	16	52	43	2022-23	2021-22	2020-21	2019-20	2018-19	57	38	16	52	43
2022-23	2021-22	2020-21	2019-20	2018-19																	
57	38	16	52	43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
57	38	16	52	43																	

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification : 36

Answer After DVV Verification :36

4.1.2 **Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
189.67	49.14	15.49	40.83	29.85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
189.67	49.14	15.49	40.83	29.85

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 377

Answer after DVV Verification: 377

4.4.1 **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
337.72	257.88	137.54	228.58	160.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40.54	11.13	12.64	26.15	25.50

5.1.2 **Following capacity development and skills enhancement activities are organised for improving students' capability**

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3285	3452	3919	3376	2232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3285	3452	3919	3376	2232

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
138	249	240	173	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
138	249	240	173	188

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

5.2.2 **Percentage of students qualifying in state/national/ international level examinations during the last five years**

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	72	57	11	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	0	0

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	19	06	46	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	6	4	15	22

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	43	17	28	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	22	16	49	34

6.2.2 ***Institution implements e-governance in its operations***

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	4	5	20	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	3	5	5	8

Remark : Value updated accepting Rs 2000/- as minimum support to faculty

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	33	36	37	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

64	24	28	26	11
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	9	10	9	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
133	133	133	133	133

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: E. None of the above

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 123 Answer after DVV Verification : 113</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>123</td> <td>113</td> <td>102</td> <td>101</td> <td>94</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>113</td> <td>102</td> <td>101</td> <td>94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	123	113	102	101	94	2022-23	2021-22	2020-21	2019-20	2018-19	113	113	102	101	94
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